Sustainable Agricultural Intensification Research and Learning in Africa

**Second National Learning Alliance   
for Sustainable Agricultural Intensification   
(NLA4SAI)**

**Workshop Report**



Held on 23 November 2017,   
at ILRI Campus, Addis Ababa

Documented by   
NLA Facilitation Team

**November 2017,**

**Addis Ababa**

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Abbreviations and Acroymns

|  |  |
| --- | --- |
| AGP | Agriculture Growth Program |
| ATA | Agricultural Transformation Agency |
| CAADP | Comprehensive Africa Agriculture Development Program |
| CIMMYT | International Maize and Wheat Improvement Centre |
| CLEANED | Comprehensive Livestock Environmental Assessment for improved Nutrition, a secured Environment & sustainable Development |
| CRGE | Climate Resilient Green Economy |
| DFID | Department for International Development |
| DG | Digital Green |
| EAFIA | Ethiopian Animal Feed Industry Association |
| EDRI | Ethiopian Development Research Institute |
| EIAR | Ethiopian Institute of Agricultural Research |
| ELMO | Evaluating Land Management Options |
| EPA | Ethiopia Press Agency |
| FAO | Food & Agriculture Organization |
| FAT | Feed Assessment Tool |
| FLRP | Forest Landscape Restoration Program |
| GTP-II | Growth & Transformation Plan II |
| ICRAF | World Agroforestry Centre |
| ICRISAT | International Crops Research Institute for the Semi-Arid Tropics |
| ICT | Information Communication Technology |
| IDDRSI | IGAD Drought Disaster Resilience Sustainability Initiative |
| IGAD | Intergovernmental Authority on Development |
| IGAs | Income Generation Activities |
| LMPT | Land Management Plan Template |
| MARC | Melkassa Agricultural Research Center |
| MoANR | Ministry of Agriculture & Natural Resources |
| MoEFCC | Ministry of Environment, Forest & Climate Change |
| MoLF | Ministry of Livestock & Fisheries Resources |
| NAP | National Adaptation Plan |
| NGOs | Non-Government Organization |
| NLA | National Learning Alliance |
| OPM | Oxford Policy Management |
| PFM | Participatory Forest Management |
| PSNP | Productive Safety Net Program |
| RM-TLG | Risk Management -Thematic Learning Group |
| RPLRP | Regional Pastoral Livelihoods Resilience Project |
| SAI | Sustainable Agricultural Intensification |
| SAIRLA | Sustainable Agricultural Intensification Research and Learning in Africa |
| SDGs | Sustainable Development Goals |
| SEI | Stockholm Environment Institute |
| SENTINEL | Social and Environmental Trade-offs in African Agriculture |
| SHARED | Stakeholder Approach to Risk Informed and Evidence Based Decision Making |
| SLM | Sustainable Land Management |
| SLMP | Sustainable Land Management Project |
| SLM-TLG | Sustainable Land Management-Thematic Learning Group |
| THM | Transformative Household Methodology |
| TLG | Thematic Learning Group |
| USAID | United States Agency for International Development |
| WLRC | Water & Land Resource Centre |

# Executive Summary

**Sustainable Agricultural Intensification Research and Learning in Africa (SAIRLA)** is a five year program (2015-2019) funded by UK Department of International Development. The program seeks to generate new evidences and design tools to enable governments, investors and other key actors to deliver more effective policies and investments in sustainable agricultural intensification (SAI) that strengthen the capacity of poorer farmers, especially women and youth, to access and benefit from SAI.

In **Ethiopia**, the project funds (a) the development of national learning alliance platform of boundary partners and stakeholders for social learning, sharing and action with regard to SAI policy and practice issues and (b) four research projects to develop decision support tools and evidences that will be scaled up/out. The NLA facilitation team within ILRI plays key role in facilitating the social learning and reflection among NLA partners, research projects, and other stakeholders.

The launching of the **National Learning Alliance for Sustainable Agricultural Intensification** took place in March 2017 with the participation of key experts, decision makers and investors. The **2nd NLA workshop** held on 23rd November, 2017 at Lalibela Hall, ILRI Campus, Addis Ababa. The workshop has attracted the participation of some 60 experts and decision makers from public development organizations, national and international research institutions, non-governmental organizations, media, private sector and donor organizations.

The overall theme of the 2nd NLA workshop was “understanding and acting on SAI in Ethiopian context”. The objectives were to enhance the understanding NLA members on progress made by the NLA facilitate team and SAIRLA research projects, establish and elaborate joint learning and action plans across learning themes, and create a space for knowledge and experience sharing on SAI among NLA members.

The workshop has achieved the following:

* Progress update on facilitation of social learning by NLA facilitation team and the development of decision making tools and evidences by representatives of the three research projects was given. Progress update could not be given by Bioversity International due to other commitment.
* Three NLA stakeholders shared their vision and experience on different topics of SAI (Low emission development interventions, Social and Environmental Trade-offs and smallholder mechanisation strategy for SAI).
* Four thematic learning groups were established on voluntary basis. These are: thematic learning group on smallholder farmers risk management, ICT and Media use in research and extension, Managing trade-offs between livestock production and environment, and Sustainable land management vs farm productivity.
* Each thematic learning group has conceptualised their respective learning theme by defining the key SAI issues and challenges, existing opportunities within the group to influence policy, mobilise fund and evidence/knowledge/tools. This session has helped members of each thematic learning group to deepen their shared understanding with regard to SAI.
* Each thematic learning group elaborated an action plan that enable them to jointly learn, influence policy and/or mobilise funding or other support for their members. Each learning group has produced 2-3 page brief about their learning themes, what they learn and do together and how they do it.

As a way forward, the learning and action plans developed by thematic working groups will be supported by the following social learning processes:

Solidify the learning themes [short-term]

* Share contact address and group notes from the NLA workshop
* Establish a sub-group email group to help knowledge sharing among learning groups
* Assist communication among learning group members
* Develop tailored strategy to respond to the needs of the thematic learning groups

Support learning themes with policy engagement [December and January]

* Diagnose policy issues around the four learning cycles
* Share the diagnosis with learning theme members
* Identify quick wins that would feed into the learning plans of thematic learning group members

Support social learning activities of learning themes [February-May]

* Organize thematic learning group meetings
* Organize field visits
* Organize strategic meetings with decision makers
* Facilitate thematic learning group specific plans and actions

# Introduction

Sustainable Agricultural Intensification Research and Learning in Africa (SAIRLA) is a five year program (2015-2019) funded by UK Department of International Development. The program seeks to generate new evidences and design tools to enable governments, investors and other key actors to deliver more effective policies and investments in sustainable agricultural intensification (SAI) that strengthen the capacity of poorer farmers, especially women and youth, to access and benefit from SAI. SAIRLA facilitates the development of Multi stakeholder platforms called learning alliances with the aim of co-generating, sharing and facilitating the use of knowledge on SAI.

The first National Learning Alliance (NLA) workshop in Ethiopia was conducted in March 2017 and brought various actors from line ministries, national and international research institutes, NGOs, media and private sector agencies. The workshop aimed at launching the NLA strategy and the four SAIRLA research projects in Ethiopia, identifying and grouping boundary partners to define outcome challenges, progress markers and collective actions of each boundary partner group. The workshop was used to jointly agree on the NLA structures (NLA platform, steering committee, fasciation team, and ILRI as host) as well as roles and responsibilities of each entity.

Since the first NLA launching workshop a number of activities were undertaken. The highlights of these activities include the following;

* Social learning and communication strategies have been developed by the national facilitation team in consultation with SAIRLA research projects and NLA members
* Diagnosis of decision making environment on SAI was made by the facilitation team to identify more relevant actors to invite into the NLA social learning process
* Learning themes and learning cycles were established and refined
* Two of the NLA facilitation team members participated in an International Learning held in Accra, Ghana

Accordingly, a second NLA workshop was planned to reflect on progresses made the first learning cycle and plan the second learning cycle. The initial plan was to hold the second NLA workshop in September 2017. It was postponed to November 2017 at the request of SAIRLA research project leaders. Two of the project leaders indicated that their project would have concrete results to share only in November.

This report documents the processes and major outcomes of 2nd NLA workshop held on 23rd November, 2017 at Lalibela Hall, ILRI Campus, Addis Ababa.

# Workshop Objectives and participation

The overall theme of the 2nd NLA workshop was “understanding and acting on SAI in Ethiopian context”. Its objectives were the following:

* Enhance understanding of NLA members about SAI by updating on the progresses made by the NLA facilitate team and SAIRLA research projects
* Agree on learning themes identified by the NLA social learning strategies and define key SAI issues, existing opportunities as well as related tools and evidences
* Develop a collective learning action plan around each learning theme
* Create a space for knowledge and experience sharing on SAI among NLA members

Accordingly, the workshop was set to address three overarching questions during the entire sessions.

1. What is Sustainable Agricultural Intensification?
2. What are the excising widows of opportunities to promote SAI at different scales?
3. What tools and evidences on SAI exist that needs scaling up and scaling out?

The workshop attracted the participation of 60 experts and decision makers from public development organizations, national and international research institutions, non-governmental organizations, media, private sector and donor organizations (see **Error! Reference source not found.** for detail list of participants).

# The workshop process

The workshop was organized in five different sessions.

## Opening remarks



**Dr. Polly Ericksen, Program Leader Sustainable Livestock Systems, ILRI**

The **first session** involved welcoming remarks and introduction of participants. Dr Polly Ericson, Leader of the Sustainable Livestock Systems Research Program welcomed workshop participants. In her speech she noted that sustainable intensification is the new framing for global agricultural and food security initiatives, and multi-stakeholder platforms such as NLAs are important to navigate through the complexities of addressing SAI.

Her speech was followed by self-introduction of workshop participants. Participants were asked to introduce themselves and share one story that they have on SAI. While some said that they are working on SAI issues directly in their day to day work, others said that it was the first time that they heard about SAI, even though they work in the agricultural sector.

## Progresses made by NLA and SAIRLA Research Projects

The **second session** involved presentations on progresses made by NLA facilitation team and SAIRLA funded research projects in Ethiopia.

**Context, concept and progress of the NLA in Ethiopia**by Dr. Million Gebreyes, Lead Facilitator of the NLA

The presentation aimed at updating the workshop participants on the background and context for SAIRLA project, the two components SAIRLA project (NLA and research projects), and progresses made since the first NLA launching workshop. Million also introduced the theme and objectives of the workshop. In this presentation, Million heighted that the workshop is not like the conventional type where participants listen to serious of presentations. Rather, it is a learning event where participants share knowledge and experience and co-design future action and learning plans.

**SAIRLA Research Projects**

Progress update of SARILA funded research projects was given from three of the four research projects. There was no update from Bioversity International as the research representative was in another commitment.

1. **Bringing evidence to bear on negotiating ecosystem service and livelihood trade-offs in sustainable agricultural intensification in Tanzania**, Ethiopia and Zambia by Ms Hadia Said (ICRAF)



**Partial view of participants**

1. **Smallholder Risk Management Solutions** by Dr. Mezgebu Getnet OPM/ICRISAT
2. **Research and learning for sustainable intensification of smallholder livestock value chains in Burkina Faso, Ethiopia and Tanzania** by Dr. Dawit Mulatu (SEI/EDRI/ILRI).

Although the representatives of the research project tried their best to present their findings, the NLA facilitate team observed that the emphasis given by the research projects for effectively using the NLA platform is minimal. The research projects did not take advantage of clearly communicating the tools that they are developing and its potential use. Despite repeated call by the NLA facilitation team to send their presentation slides a week before the workshop for comments and suggestions, none of the project leads did so. The presentations came only a day and two before the workshop. Because of that the facilitation team was not able to properly check and comment on the suitability of the presentations for the workshop format. Feedbacks from the workshop participants were also that the presentations by the research projects were not clear enough to understand the tools that they are developing.

The question raised and responses given following the presentation by the representatives of the research projects is summarised on Table 1Table 1

Table 1: Summary of questions and responses around the SAIRLA research projects

| **Questions /Comments** | **Responses** |
| --- | --- |
| **Bringing evidence to bear on negotiating ecosystem service and livelihood trade-offs in sustainable agricultural intensification in Tanzania, Ethiopia and Zambia - By Ms. Hadia Seid, ICRAF** | |
| * We want to know more on the SHARD dashboard that was presented * Can we get clarification on what the purpose of the dashboard, the level of integration with existing tools, why Ziway and for whom? | * SHARD is an online tool that provide performance indicator for various issues in our case it is showing the performance indicator for soil, land and water management * The project started in Ziway as a trial due to budget limitation but we want this to be scaled out. * the purpose is to share evidences and findings to decision makers so it is to create access to decision makers |
| **Research and learning for sustainable intensification of smallholder livestock value chains in Burkina Faso, Ethiopia and Tanzania - By Dr. Dawit Woubishet, EDRI** | |
| * When the project started did you map SAI on small ruminants * Is there any experience in the world where you will achieve equity and sustainability together? * What do you mean by special planning * On what software is this being done? Is it automated, who is it for? * Why is Atsebi selected for this project while there are other places with high potential in small ruminant rearing like pastoral areas, Arsi, etc. | * we are still in a process of mapping SAI practices for small ruminants * We also couldn’t find any evidence to answer this relationship and we understand that there is still a debate   We use very easy programing software. We hope that the tool be used by decision makers and woreda agriculture and livestock experts. We have a plan to train up to 50 people on how to use this software.   * There were nine places on the choice list and Astebi was selected. |
| **Smallholder Risk Management Solutions (SRMS) - By Dr. Mezegebu Getnet, ICRISAT** | |
| * On the problem analysis part of the research you should have had some more experts like agronomists. * With regards to Teff seed, the issues are not about certification so it would be good to see other aspects around this crop like marketing. * In such scenarios where there are middle men/brokers involved in the value chain, there is high possibility that half of the money goes to these people without reaching the farmer which may de-incentivise farmers. So how did you see the middle men affecting the value chain? * What are the key drivers of profit for teff value chain? * When we look at the smallholder risk management we will have to consider both men and women headed households. How many of the smallholder farmers are women headed households? * About the market issue- I do not think there is surplus teff production and how do you suggest linking to central market. * What is the major risk in this area? | * When the research started the team involved more than 25 stakeholders in the discussion but maybe it was oversimplified when it was presented. * The Amhara Research Institute has been involved and they have been filling the gap of experts. * Local traders directly buy from farmers and may be big merchants collect and they sent it to the central market. But in the case of teff farmers have the negotiation opportunity because they can keep it for a longer period. * Why teff- it is one of the food security crop and the area is limited to cash crop and if we change this into business and intensify farmers will be motivated. * The key drivers of teff- the consumption itself can take what is produced but the gap is the production with improved verities that could help farmers to produce more with small area. So, making it a cash crop instead of consumption is an incentive. |

## Lessons from Other Research Projects

The **third session** involved three presentations by NLA members. These presentations were meant to start a broader discussion on what SAI means in general and trends and pathways in Ethiopia in particular.

1. **Feasibility of Low Emissions Development Interventions in the Kenyan Livestock Sector**by Dr. Polly Ericson, Program Leader Sustainable Livestock Systems

Her presentation highlights the potential for livestock based intensification options such as improving feed quality, manure management and improved animal husbandry for reduction of greed house gas emission. This opened an interesting discussion among NLA members on the possibility of combining sustainability, intensification, climate change and productivity.

1. **Social and Environmental Trade-offs in African Agriculture (SENTINEL)**by Dr. Tagel Gebrehiwot, Ethiopian Development Research Institute

His presentation was on the recently launched research project and highlighted the pathways, both in Ethiopia and elsewhere in Africa, for agricultural growth and their implication for the health of the natural environment. The presentation opened an interesting discussion on pathways for agricultural development in Ethiopia and their implication on sustainability. Note that the SENTINEL project is aiming at using the NLA as a national platform to discuss future scenarios.

1. **CIMMYT Smallholder’s Mechanization Strategy for Sustainable Intensification Agriculture,** by Dr. Rabe Yahaya, CIMMYT Sustainable Intensification Program

Dr. Yahaya elaborated CIMMYT’s experience with Smallholder Mechanization Strategy for Sustainable Intensification of Agriculture and highlighted the importance of mechanization for sustainable intensification by reducing drudgery, increasing labour productivity and increasing agricultural productivity. The presentation led to important discussion on the future of mechanization in Ethiopian agriculture and its implication for productivity and sustainability.

The question raised and responses given on the presentations is summarised on Table 1.

Table 2: Summary of comments and responses on presentations by other NLA partners

| **Questions /Comments** | **Responses** |
| --- | --- |
| **Feasibility of Low Emissions Development Interventions in the Kenyan Livestock Sector-By Dr. Polly Ericson, ILRI** | |
| * Is climate finance replacing cash income? * When we think of improving livestock sector the breeding is important and this is expensive for most of the farmers in Africa. * The bio digester is important, have these been tested in Ethiopia and elsewhere. * Do you have figures regarding how much carbon each species emit? * Shortage of land is becoming a challenge in Ethiopia due to population increase- what advice do you have? | * Climate finance cannot replace cash income. But in the future, we look for the possibilities for farmers having less number of livestock but with high quality. * There is a research done on breed improvement and we are advised not to do Artificial insemination (AI) in Ethiopia. We look in to brining improved bulls from neighbouring countries. * There is limited experience about commercial bio-digester in Ethiopia; it is better in Kenya. * There is an estimate of emission per species but this experience is from North America which has a different scenario than Africa. We at ILRI are doing research to look at emission per species. * When population increase there will be an effect on the landholding but we cannot increase land holdings per farmer thus the solution would be how best to use the land. |
| **SENTINEL: Social and Environmental Trade-offs in African Agriculture -By Dr. Tagel Gebrehiwot, ECRC/EDRI** | |
| * What do you mean by enhancing relationships as one of the project objectives? * Majority of the population in Ethiopia are the youth which is an opportunity that can take up technologies which contributes to increase production. What interventions does your project have on job creation and focus on the youth? * There complex issue in understanding food security in the Ethiopian context. so how are you addressing that in your project and how do you interrelate food with food security * How are the dimension for irrigation and productive seen in your project? | * When we say enhanced relationships, we see there are gaps with inter-sectoral linkages. We are planning to look at and use the National Learning Alliance platform to reach more partners and stakeholders. * Issues of the youth – in the project there is no specific activity in relation to job creation or rural enterprises but the project aims at looking how the three SGDs (goal 2,10and 15) are interlinked which will ultimately include the issue of the youth. * Food security- it is at heart of this project so it will be looked at. * There is an agricultural growth but it is not meeting the demands for food. We are looking into how to compromise conservation production objectives in the agricultural sector. * Not much has been generated on the effects of agricultural production on forest increase or decrease but this will also be investigated through the project. |
| **CIMMYT Smallholder’s Mechanization Strategy for Sustainable Intensification Agriculture -By Dr. Rabé Yahaya, CIMMYT** | |
| * It is great to see this initiative and if this is done properly there is a high potential in the country for improvement. However sometimes we bring and introduce new technologies but the accessibility as well sustainability is a big issue. So how are you working on that? * There is a high potential on the field so there is a high possibility to partner with CIMMYT and promote this technology that benefits the farmers * How is the private sector linked, how is the credit facility linked to this initiative? if not, how do you plan to do so * We have introduced and tried with few farmers threshing but we were challenges because the farmers’ expectation was very high which led some of them to drop off and get back to the traditional system. so, what is your experience in this regard | * We want the local manufacturers to produce this and in the first phase we did a proto type and we are partnering with local manufacturers like AMIYO. We have some challenges in terms of finishing and quality but we are trying * We have projects at the ground and we are happy to partner with interested ones * Experience from threshing – we developed a business plan which integrate services that essential to sell the technology. For instance, the multipurpose tractor that we introduced is promoting to give services to farmers. So, the owner, service provider, provide services to farmers including ploughing, transport. * The linkages- we are working with the private sector and we give them trainings on spare parts manufacturing. We also have the services provider to provide the services to the farmers and this is how we do the business model. |

## Thematic Learning Sessions for reflection and action

The **fourth and fifth sessions,** in the afternoon, were dedicated for group work. In the first group work, participants were asked to reflect on the following questions and report back;

* What are the SAI issues within each thematic learning group? Why is SAI important?
* What opportunities (policy support, funding support or community interest) existing within each thematic learning group to develop SAI practices?
* What evidences and/or tools existing within each thematic learning group that can help decision makers? Decision makers could include Line ministries (e.g. MoANR, MoLF, MoFECC), Agencies (e.g. ATA, Cooperative Agency), Donors (e.g. USAID, World Bank, DFID), Flagship programs (e.g. AGP, SLMP, PSNP), and Continental and regional initiatives (e.g. CAADP, IDDRSI).
* What best practices and/or tools exist within your group that can be scaled up and scaled out?

In the **fifth session**, the participants deliberated on joint learning and action plan for the next six months based on the outcome of the discussion in the preceding session. Each thematic learning group discussed on the issues described in table 3.

Table 3: Learning and action plan guide

|  |  |
| --- | --- |
| Parameter | Description |
| The what? | * What can you do together in the coming six months to:   + learn more about SAI practices?   + do SAI related activities?   + influence decision makers using new tools and evidences? * What can you do together to scale up and scale out tools and best practices? |
| The when? | * When can you do each activity? |
| The How? | * How do you plan to execute the above activities together? * How do you plan to make use of SAIRLA provisions such as thematic learning group meetings, study visits, virtual communication methods? * Is there a possibility of mobilizing resources within your organizations or other means to support your joint learning and action plans? * Are there voluntary individuals within the group who will take the learning and action plans forward with the help of the NLA facilitators? |

The discussions led to a description of the SAI issues and an elaboration of joint action plan for the second learning cycle by each thematic learning group (TLG).

# Learning and action plans of thematic learning groups (TLG)

The National Learning Alliance for Sustainable Agricultural Intensification in Ethiopia (NLA4SAI) is a national learning platform of key decision makers and investors with regard to SAI policies and practices. Currently there are four thematic learning groups (TLG), integral to NLA, voluntarily formed to actively engage in social learning process to deepen their shared understandings and implementation know-how to promote / influence for inclusive SAI policy and practices.

The four thematic learning groups (TLG) formed to learn, share act together are the following:

1. Smallholder farmers risk management TLG
2. ICT and Media use in research and extension TLG
3. Managing trade-offs between livestock production and environment TLG
4. Managing sustainable land management vs farm productivity TLG

Each thematic learning group members documented and shared their respective learning and action plan to other groups during the plenary session. The summary of the learning and action plan of each TLG is presented below:



**Thematic working group session**

## Smallholder Farmers Risk Management TLG

**Conceptualization**

The **Smallholder farmer risk management’ thematic learning group (RM-TGL)** focuses on developing business models to manage risks by smallholder farmers, including women and other vulnerable groups. Undertaking value chain analysis will enable to identify the type of constraints/ risks smallholder farmers encounter at different stage of the value chain. The RM-TLG is composed of members from public development, non-government, private sector, international and national research institutes (see Box 1).

Box 1: Smallholder farmers risk management   
TLG members

|  |  |
| --- | --- |
| Name | Organization |
| 1. Bedru Beshir | MARC, EIAR |
| 1. Belayneh Nekatibeb | Techno Serve |
| 1. Gizachew Kifle | Federal Coop. Agency |
| 1. Kewoldnesh Tsegaye | SLMP, MoANR |
| 1. Meseret Dhugasa\* | Freelance Consultant |
| 1. Mezgebu Getnet (Dr.) | ICRISAT |
| 1. Wondwossen Teshome | Send a Cow-Ethiopia |
| 1. Tsehaynesh Kidane | AGP, MoANR |
| 1. Tamene Hailegiorgis | ILRI-NLA Facilitator |

Note: \*Champion

**Reflection**

The RM-TLG members during their **first thematic learning session** have exchanged views, experiences and lessons among each other to deepen their understanding on **(a)** key SAI issues relevant for management of risks faced by the smallholder farmers, including women and importance of SAI; **(b)** existing opportunities to support SAI policy and practices; and **(c)** existing tools and/or evidences that help decision makers and that can be scaled up and scaled out widely. The outcome of the group work was documented and shared also with other thematic learning groups.

SAI issues relevant for risk management by smallholder farmers, among others, are the following:

* Finding trade-off
* Increasing productivity and production
* Conserving / protecting the environment
* Economic feasibility
* Biodiversity (loss of land races)
* Avoiding imposed technologies
* Access to information and knowledge
* Inclusiveness / participation of women, youth, vulnerable groups
* Diversification of production and income sources (on-farm, off-farm, etc.) to minimize risks
* Sustainable output market that can reward the expenses associated with implementing SAI.

**Existing opportunities to develop SAI practices** within the thematic learning group are the following:

* Expansion of sustainable output markets
* Market oriented production: existing experiences on value addition from production through processing/industries for crop, fruits, vegetable and livestock.
* Increasing number of farmers and cooperatives engaged in market-oriented production
* Increasing networks of cooperative societies
* Availability of various research recommendations and technologies
* Availability of cooperatives: Dividend helped smallholders to invest on inputs (on SAI).
* Supportive government policies that directly support SAI - GTP2, CRGE, SDGs
* Existence of flagship programs (AGP, SLMP) that can easily be aligned with SAI
* Donors support
* Increased community awareness & innovative/ practical experience
* Changing farmers demography- young and educated population
* Expansion of ICT and mobile phone users that can be utilized for expansion of SAI technologies

**Importance of SAI**: According to the TLG members,business models that are inclusive and sustainably manage risks help smallholder farmers to increase their resilience and adaptive capacity to changes (climate, price, market, etc.) and reduce vulnerability to various risks (price, coordination, opportunism, etc.). They enable smallholder farmers to produce surplus that ensures food security at household level and beyond, and increase income and investment opportunities.

Existing **evidences and/or tools** within the group that can help decision makers and that can be scaled up and scaled out are listed below:

* SAI dashboard (under development by ICRAF)
* CLEANED (under development by EDRI)
* Market system facilitation approach
* Simulation tools to explore intervention options
* Transformative Household Methodology (THM) for gender analysis
* Self-esteem and Locus of control

**Action Plan**

Table : Learning and action plan of RM-TLG

|  |  |
| --- | --- |
| Parameter | Description |
| What | * Trade-off of analysis of conservation agriculture for smallholder risk management * Incentives for increasing quality and quantity of product marketing |
| Tasks to be undertaken | * Share relevant documents among team members on the learning topics * Organize one thematic learning group meeting * Undertake virtual meetings * Organize one tour to joint learning site to learn and discuss with farmers and other stakeholders * Invite experienced people to give presentations on the learning topics- market facilitation tools, conservation agriculture; landscape based nutrient recommendation, etc. * Promote about NLA and the SAI learning theme(s) in similar networks * Document lessons learned by TLG * Share lessons learned during the next NLA workshop and other platforms * Coordinate TLG events and tasks by TLG champion with members and NLA Facilitation team |

## ICT and Media use in research and extension TLG

**SAI issues**

* SAI technologies, practices and information, that are available on shelf, are not well organized, recorded, documented, and availed

Box : ICT and Media use TWG members

|  |  |
| --- | --- |
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| 1. Biruhalem Kassa | Oxfam |
| 1. Sileshi Bekele | MoANR |
| 1. Mamusha Lema(Dr)\* | ILRI |
| 1. Fisheha Teshome | MoANR |
| 1. Daniel Dendir | AACCSA |
| 1. Medina Hassen | WMC |
| 1. Liyusew Ayalew | EIAR |
| 1. Barnabas Solomon | NU-EXCHANGE |
| 1. Emebert Gebreyesus | Farm Radio |
| 1. Derese Teshome | EIAR |

Note: \* Champion

* No technology data base developed and being used
* Media and ICT could enhance increased access to SAI awareness, information, technologies and practise for increased adoption by farmers and policy makers could use it as a decision support tool/system
* It could also help to create two-way feedback system and monitoring tool
* Timely exchange of information on disease outbreak and early warning system
* Unavailability of ICT infrastructure especially internet connectivity at grass root level
* Medias are not aware of agriculture issues in general and SAI in particular. No professional journalism
* Some organizations have ICT facilities and websites. However, it has not been continuously updated and content is not well developed and palatable to various information users

**Windows of opportunity**

* Agriculture is becoming becoming a business venture- Agriculture cluster commercialization and industry park development
* Mobile system for agricultural service provision and demand collection
* Satellite system; like YAZMI P.L.C that has been tested and registered a good result in education and health service
* High government interest and commitment to modernize agriculture through use of ICT
* Availability of various private and public mass medias
* Available ICT/online system initiatives that are being used by various organizations like
* Interactive voice messaging/response 8028 (ATA)
* Farm Radio
* Digital Green(DG) and DG soft
* Agriculture Extension Performance Management System (Oxfam)
* Agriculture Performance Monitoring and Feedback System (FAO)
* Agri Portal (MoANR)
* Agro weather advisory service, Agri net, and Technology database (EIAR)
* Use of e-reader

**Action plan**

The TLG members jointly elaborated the following action plan (see Table 5):

Table : learning and action plan of ICT and Media use in research and extension TLG

|  |  |  |
| --- | --- | --- |
| Issues to work on | Planned activities | Proposed collaborators |
| 1. Agriculture job creation for rural youth | * Stakeholder mapping * Identify feasible agricultural business schemes for rural youth-have contribution for SAI * Develop a data base system to record identified businesses and make it accessible * Stakeholders validation workshop on developed system | * MoANR * Walta mass media * New exchange software company * Oxfam * EIAR |
| 1. Raise awareness of SAI through mass media | * Organize task force from ICT/media learning team * Prepare action plan * Stakeholder mapping * Develop case story on SAI concept, tools/methods, application through expert interview and field visit * Produce documentary video and audio * Broadcast documents produced and initiate discussion | * Chamber of commerce- promised to mainstream SAI in their media forums, newsletters, TV programs and ICT platforms * Walta and Herald mass media * MoANR * EIAR * Farm radio international * ILRI- Dr.Mamushet * Oxfam |
| 1. Promote SAI technologies and practices through Digital Green approach | * Prepare action plan * Stakeholder mapping * Identify possible SAI technologies and practices * Develop DG video documents on identified SAI technologies and practices * Disseminate video documents to all DG target kebeles and woredas | * DG * MoANR * EIAR * ILRI- Dr.Mamushet * Oxfam |

## Managing trade-offs between livestock production and environment TLG

**SAI issues in the TLG**

This group was composed of researchers, experts, decision makers and private business people involved in livestock production and environment related activities. The major points discussed in our group was how to understand the trade-offs in managing livestock production and environment. Major issues discussed were to natural resource and environmental degradation, livestock health service (medication and veterinary services), improve the quality of livestock breeds, better use existing local livestock breeds and market access both for input and output market in livestock sector.

Box 3: Livestock-Environment TLG members

|  |  |
| --- | --- |
| Name | Organization |
| 1. Simret Yasabu | ILRI |
| 1. Ashebir Wondimu | MEFCC |
| 1. Zeleke Mekuriaw\* | ILRI |
| 1. Getnet Taye | MoANR |
| 1. Alemayehu Assaye | EAFIA |
| 1. Kindu Mekonen | ILRI |
| 1. Dawit Mulatu | EDRI |
| 1. Robel Seifemichael | EDRI |
| 1. Tadesse Tefera |  |
| 1. Wolay Yihdego | MoLF |

Note: \* Champion

The overall value chain of the livestock, communities socio-cultural factors, access to insurance (related to risk management in livestock sector), access to saving and credit are also determined the success of sustainability in livestock production and productivity. As well, the operation system of production and extension services for livestock farmers would play vital role in determining livestock production and productivity without compromising the environment and access to natural resources.

Experience sharing of best practices in livestock management and linking area closure (watershed management practices) with accessing livestock feed source (e.g. grazing areas) have implication on the trade-offs and to maintain SAI. Particularly, the country’s richness in livestock species diversity would be an advantage to SAI.

**Windows of Opportunities**

There are several existing opportunities to develop SAI:

* the new livestock breeding policy, which is already completed and submitted for approval.
* The Ethiopia’s livestock master plan, GTP-II, the CRGE strategy and National Adaptation plan (NAP) can be taken as openings to SAI.
* On-going interventions to improve institutional arrangements (example: the newly established Ministry, Ministry of Livestock and Fisheries);
* The Forest Landscape Restoration Program; declaring of a defined livestock days per year;
* The rural community culture of livestock keeping; community consideration of livestock assets as risk diversification mechanism and livelihood;
* The support from national and international NGOs and various research initiatives to improve livestock management and the agro-industrial park development strategy could also be painstaking for SAI.
* In addition, the government support through tax reduction for private investors/initiatives in forestry to support rehabilitation activities should be taken as best example to be implemented in livestock sector to ensure the environment and livestock production.

Several tools were discussed in this theme that could be best experiment to support decision makers to scale-up or scale-out alternative interventions/practices to develop SAI. For example Feed Assessment Tool (FAT), CAADP, National Animal Recording System, Comprehensive Livestock Environmental Assessment for improved Nutrition, a secured Environment & sustainable Development (CLEANED).

The TLG members also discussed what to do together for the next six month to learn about SAI, to do activities related to SAI, to influence decision makers, to scale-up and scale out tools and best practices in SAI.

The planned activities are the following:

A summary of the 2nd NLA and theme meeting points( Responsible person: Dawit W. Mulatu)

Identification of best practices either in feed processing, livestock management practices or market, and sharing it to the group (having a brief description of all practices to ease selection of sites) (Responsible person: Wolay)

Sharing policy and strategy documents, research outputs, fact sheets and other related document relevant for trade-offs(Responsible persons: Zeleke and all team)

Identification of value chain actors/stakeholders (the potential stakeholders to be part of the NLA, having brief information about the stakeholders)(Responsible person: Tadesse )

Awareness and meeting to have a brief updates on progress and to plan for the remaining period based on the progress we have done (A half day meeting in mid-period, end of February or early march 2018) (Responsible person: All team members )

Sharing experience and lessons by doing a field visit or reconnaissance tour to selected site (Responsible person: All team members)

## Managing Sustainable Land Management vs Farm Productivity TLG

The **National Learning Alliance for Sustainable Agricultural Intensification in Ethiopia** is a national learning platform of key decision makers and investors with regard to SAI policies and practices. In Ethiopia there are four identified thematic learning groups among these Managing Sustainable Land Management vs Farm Productivity trade-offs being undertaken by the World Agroforestry Center (ICRAF). The Project aims to build an interdisciplinary research program to increase the uptake of context- appropriate Sustainable Agricultural Intensification innovations through evidence generation, data analytic and the development of innovation tools for stakeholder engagement with evidence. The ICRAF- developed SHARED approach which will incorporate an interactive SAI dashboard will be applied as part of the stakeholder engagement and contribute to the national and international learning alliances.

Box 4: Land Management-Livelihoods Trade-offs TLG members

|  |  |
| --- | --- |
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| 1. Wogayehu Worku | EIAR/KARC |
| 1. Almaz Admasu | EIAR/KARC |
| 1. Tamene Yohannes | EBI |
| 1. Tena Alamirew | WLRC |
| 1. Venusia Gete | WLRC |
| 1. Getamesay Demeke | InterAide |
| 1. Hadia Seid | ICRAF |
| 1. Lulseged Tamene (Dr)\* | CIAT |
| 1. Fanosie Mekonen | MoANR |
| 1. Biruk Girma\* | Nature for Nature |
| 1. Abate Taye | IDE |
| 1. Yaregal Zelalem | MoANR |
| 1. Tsehaynesh Kidane | MoANR |

Note: \* Champions

**Conceptualization**

Managing Sustainable Land Management vs Farm Productivity trade-offs TLG focuses on to increase the uptake of context- appropriate SAI innovations through evidence generation, data analytic and the development of innovation tools for stakeholder engagement with evidence.

The ICRAF- developed SHARED approach which will incorporate an interactive SAI dashboard will be applied as part of the stakeholder engagement and contribute to the national and international learning alliances. This tool has developed and ready for the data entry, and piloting to the project then there is an intention to scale up to other areas.

**Reflection**

The SLM learning thematic group members during their **first thematic learning session** have exchanged views, experiences and lessons among each other to deepen their understanding on **(i)** key SAI issues relevant for management of SLM VS farm productivity trade off faced by the smallholder farmers, and importance of SAI; **(ii)** existing opportunities to support SAI policy and practices; and **(iii)** existing tools and/or evidences that help decision makers and that can be scaled up and scaled out widely. The outcome of the group work was documented and shared with other thematic learning groups.

SAI issues are

* Biodiversity lose (SAI should not be at the cost of bio diversity)
* SAI vs water utilization
* Large scale investment
* Protected agriculture (Flower farms)
* Fair benefit of the community from SAI
* Intensive use of Agricultural inputs (herbicides)
* Weak integration among sectors (MoANR, MoEFCC & MoLF) on SLM
* Lack of land use planning (leads to misuse of land)
* Landscaping and sustainability
* Computing demand of the community
* Land ownership

**Importance of SAI**: According to the TLG members, interactive SAI dashboard will

* Increasing the productivity of land to feed the increasing population
* To mitigate climate change
* To reduce land degradation
* To manage trade-offs
* To improve food security and livelihood

Existing **evidences and/or tools** within the group that can help decision makers and that can be scaled up and scaled out are listed below:

* Dashboard
* SHARED (Stakeholder Approach to Risk Informed and Evidence Based Decision Making)
* Water & Land Resource Center (WLRC)
* Business modelling through Natural Resources
* ELMO (Evaluating Land Management Outcomes)
* LMPT
* PFM (Participatory Forest Management)
* IGAs from rehabilitated land

**Best practices**

* ELMO
* Using rehabilitated land as IGAs sources
* PFM (Participatory Forest Management)

**Action Plan**

Building on the outcome of the preceding session, i.e. identified SAI issues for sustainable Land Management, opportunities and tools to capitalize on and used for influencing SAI policy and investment decisions, the sustainable land management-TLG members have identified one learning topics to jointly learn, reflect and act on in the coming six months. And the learning topic which is identified by the TLG is the use of dash board on managing the SLM & farm productivity trade-offs.

Table : Learning and action plan of Land Management-Livelihoods Trade-offs TLG

|  |  |
| --- | --- |
| What | How |
| * The SAI related practices which will be learnt more within the coming six months by the TLG * Formation advisory group for dash board implementation and consultation * The SAI related activities which will be done within the coming six months by the TLG are * Identification and availing of data which is relevant for the dash board * Organizing workshop with stakeholders * Local decision makers and target farmers will be influenced by developing SAI dash board as a pilot. * Tools and best practices scale up and scale out through sharing experience via NLA platform | * Using stakeholders workshops and report sharing * Organizing meeting * Small group study visit * Virtual communication * Champions   + Dr. Leulseged From CIAT   + Mr. Biruk Girma from Nature for Nature |

# Next steps

As a way forward, the learning and action plans developed by thematic working groups will be supported by the following social learning processes:

Solidify the learning themes [The coming weeks]

* Share contact address and group notes from the NLA workshop
* Establish a sub-group email group to help knowledge sharing among learning groups
* Assist communication among learning group members
* Develop tailored strategy to respond to the needs of the thematic learning groups

Support learning themes with policy engagement [December and January]

* Diagnose policy issues around the four learning cycles
* Share the diagnosis with learning theme members
* Identify quick wins that would feed into the learning plans of learning theme members

Support social learning activities of learning themes [February-May]

* Organize thematic learning group meetings
* Organize field visits
* Organize strategic meetings with decision makers
* Facilitate thematic learning group specific plans and actions

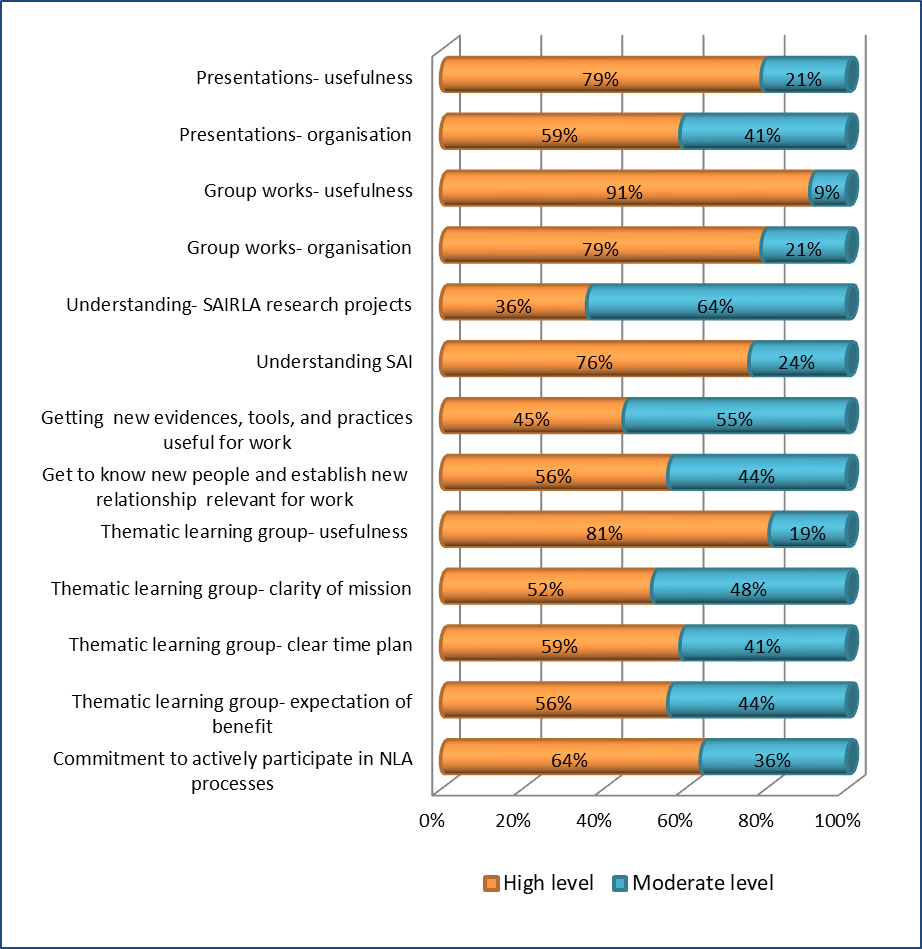
# Workshop Evaluation

At the end of the workshop session the NLA facilitation team undertook an evaluation of the workshop. Thirteen parameters were assessed on three level scales (high, moderate and low level/none). In general, all respondents rated their satisfaction with regard to each parameter as high or moderate level. Nobody gave a satisfaction rating of ‘low or none’ for any of the parameters. This implied that the average satisfaction level of the workshop participants was considerably high and the workshop objectives were successfully met.

On the other hand, the workshop evaluation has also indicted an area of concern that need due consideration in the next learning cycle as well as NLA event:

* 64% of the respondents rated their understanding of SAIRLA research projects as moderate compared to 36% who reported high level. With regard participants’ understanding of SAI, the evaluation finding showed the reverse- 76% reported of high level and 24% moderate level. This shows that the SAIRLA research projects need to reflect on their presentations (content, style of presentation, product generation, etc.) to draw lessons and improve on their presentations.
* The usefulness of thematic learning groups was rated very high by 91% of the respondents. Relatively, TLGs’ clarity of mission, action plan and expectation of results is not as high as expected. This shows that the NLA facilitation team should actively support each TLG and its champions to engage in social learning processes.

Figure : Workshop evaluation result



Annex : List of participants and their contact addresses

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| --- | --- | --- | --- |
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Annex : Workshop Evaluation Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Questions | Total response | High category | Medium category | Low category |
| 1. How did you find the presentations made by NLA members | 33 | Useful (79%) | Moderate (21%) | Not useful |
| 33 | Well organized (59%) | Moderate  (41%) | Disorganized |
| 1. How did you find group works in general | *32* | Useful (91%) | Moderate (9%) | Not useful |
| 32 | Well organize (79%) | Moderate  (21%) | Disorganized |
| 1. To what extent do you understand now the SAIRLA supported research projects? | 33 | I fully understand what they are doing (36%) | I got an idea of what they are doing  (64%) | I do not understand them at all |
| 1. To what extent the workshop help you to understand sustainable agricultural Intensifications? | 33 | I learned a lot (76%) | I learned a little (21%) | not learned anything new |
| 1. To what extent did you get new evidences, tools, and practices on SAI that are useful to the work you are doing? | 33 | I got many insights (45%) | I got some insights (55%) | I got nothing new |
| 1. To what extent were you able to get to know new people relevant for the work you do? | 32 | I met many others (56%) | I met some partners (44%) | I met no one useful |
| 1. what is the impression of the thematic learning issues of the national learning alliance | 32 | very useful  (81%) | moderately useful (19%) | not useful at all |
| 32 | They have clear mission  (52%) | moderately clear mission  (48%) | their mission is not clear |
| 32 | They have clear time plan (59%) | moderately clear time plan (41%) | do not have clear time plan |
| 32 | I believe we will achieve much with the TLG (56%) | I hope we will achieve something together  (44%) | I do not think that we can achieve together |
| 1. To what extent will you be taking an active in the upcoming social learning activities within the NLA | 32 | I will take an active part  (64%) | I will try to put something for it (36%) | I am no more interested in the learning activities |